The College of Charleston  
Fall 2013  
POLL 308.01 – Education Policy  
Tuesdays-Thursdays – 10:50 A.M.- 12:05 P.M. 
Maybank Hall 207  
Instructor: Marguerite Archie-Hudson, Ph.D.  
Office Hours: Wednesdays 10:00 A.M.- 3:00 P.M. and by appointment  
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Course description:  
This course is designed to introduce students to the major issues and challenges as well as the significant actors that shape and influence the development of federal education policy in the United States. The course will examine the major judicial rulings, legislative statutes and executive actions - 1954 to the present- that serve as principal guidelines for the organization and administration of American public schools. Particular attention will be paid to the impact of these federal policies on the governance, implementation and outcomes of public education at the state and local level. At the end of the semester students should be able to (a) analyze, interpret and explain the political and policy influences that shape the current American education system; (b) identify the implications for future outcomes regarding public support, student achievement and the role of public education as an instrument of democracy, and (c) understand the critical role of citizen engagement in determining the future of American public education. 

The following federal enactments and reports will form the core of these discussions:  

5. Improving Schools Act of 1994 (P.L. 103-382)  
7. The No Child Left Behind Act of 2001 ( P.L. 107-110)
Course Requirements
Students are required to read, study, analyze and evaluate the role of major federal statutes, court rulings and policy documents in shaping present education policy in American public schools. Special attention will be paid to those policy decisions and research findings that focus on facilitating K-12 academic achievement outcomes that prepare students for post-high school education and/or careers.

Grading
The semester grade will be based on the following:

A. Research Paper, Part I 15%
B. Research Paper, Part II 15%
C. Research Paper, Part III 15%
D. Midterm Examination 20%
E. Final Examination 25%
F. Class attendance/participation 10%

Required Textbook

Additional required reading
3. The Elementary and Secondary Education Act of 1965 – (ESEA), (P.L. 89-10), as amended by subsequent reauthorizations.
6. Improving Schools Act of 1994 (P.L. 103-382)

Course Outline and reading assignments
AUGUST 2013
TU 20 Class introductions and overview of semester
TH 22 Class overview and assignments
TU 27 Lecture and handout- Defining Public Policy
TH 29  Lecture and discussion- Defining Public Policy
Kirst and Wirt, Part Four, Chapter 14

SEPTEMBER 2013

TU 3  Lecture – Evolution of the American Education system
Kirst and Wirt, Part One, Chapters One and Two

TH 5  Lecture: American Education-Concepts and historical perspectives

The Federal Role in Education Policymaking

TU 10  Lecture and discussion: Brown v Board of Education


TU 17  Lecture and discussion: The Elementary and Secondary Education Act of 1965

TH 19  Discussion: “A Nation at Risk- The Imperative for Educational Reform”

Assignment One Due

TU 24  Lecture and discussion: The 1989 Charlottesville Summit on Education

TH 26  Lecture: Goals 2000- Educate America Act

OCTOBER 2013

TU1  The Improving America’s Schools Act of 1994

TH 3  MIDTERM EXAMINATION

TU 8  Lecture: The Koret Task Force Report: “A Nation at Risk” 20 Years Later

TH 10  The No Child Left Behind Act of 2001

TU 15  FALL BREAK – NO CLASS

Evolution of the States’ Role in Public Education

TH 17  Lecture: States’ role in education: historic perspectives
Kirst and Wirt, Part Three, Chapter Nine

TU 22  Lecture: States’ policymaking and public education – legislative powers and authority
Kirst and Wirt, Part Three, Chapter Ten
Assignment Two Due

TH 24 Lecture: States’ policymaking and public education: Boards of Education

TU 29 Lecture and discussion: State administration of public education

TH 31 Lecture: Local School Boards: legislative powers and authority

NOVEMBER 2013

TU 5 Lecture and discussion: Conflicts between federal, state and local educational policymaking

TH 7 Lecture and discussion: Local government roles in educational policymaking-Mayoral takeover of public schools

Kirst and Wirt, Part Two, Chapter Six

TU 12 Private management of public schools

TH 14 Discussion: Conclusions, projections and challenges in educational policymaking

Kirst and Wirt, Part Three, Chapters Eleven and Twelve and Part Four, Chapter Thirteen

Assignment Three Due

TU 19 Class presentation- Group One

TH 21 Class presentation – Group Two

TU 26 Class presentation – Group Three

TH 28 THANKSGIVING HOLIDAY– NO CLASS

DECEMBER 2013

TU 3 READING DAY – NO CLASS

TU 10 FINAL EXAMINATION

8:00 -11:00 A.M.

REQUIRED ASSIGNMENTS

In the seminal work, ‘Who’s in Charge Here? The Tangled Web of School Governance and Policy”, the Education Commission of the States reports on the political conflicts and policy dysfunction resulting from the lack of consensus about who should control the educational policies of American public
schools. Your semester research assignment will explore these conflicts and the impact of policymaking at the federal, state or local level on curriculum organization and administration in American public schools. The organization and delivery of public education in the State of South Carolina will serve as the primary case study for this assignment. The public education policies of the following 5 states will be studied as comparisons to South Carolina: Arizona, California, Florida, New Jersey and Texas. These are the states with the largest number of schools ranked in the top 25 “Best High schools in America” (2013) by U.S. News and World Report’s Annual Rankings.

You will select your topic from one of the following policy questions:

1. **Federal control of education:** the policy question: Should the United States Congress mandate a national K-12 curriculum in the reauthorization of No Child Left Behind to ensure the nation’s ability to produce and maintain a competitive workforce for the 21st century? What changes would be mandated in South Carolina’s curriculum policy? In the other states?

2. **State control of education – the policy question:** Should local school boards be abolished and State Boards of Education be authorized by the Legislature to mandate a standard curriculum in all public schools in order to facilitate student achievement? What changes would be mandated in South Carolina’s curriculum policy? In the other states?

3. **Local control of education- the policy question:** In low-performing districts, should elected local school boards be abolished in favor of shared governance between appointed school boards and Mayors in order to ensure an available workforce? What changes would be mandated in South Carolina’s laws governing the election of school board members? In the other states?

Your research assignment will be divided into three parts as follows:

Part One – Identification and description of the official law (or laws) that currently govern the curriculum goals of public schools. Identify whether there are different laws for traditional public, magnet and charter schools. **Maximum length- three pages**

Part Two – The specific content, structure and outcomes of curriculum as defined by the designated level of government. Identify whether there are different curricular goals and structures for traditional, magnet and charter schools. **Maximum length- three pages**

Part Three – Analysis of the impact of these proposed policies on academic achievement (dropouts, retention, graduation rates and college admissions) in traditional public, magnet and charter schools. **Maximum length – six pages**

Charts, data sources, references, appendices, etc. will be expected to support your findings and conclusions. These sources will not be counted in the maximum number of pages for each paper.

You will be given a specific template for writing each section of your paper.

The MLA format for works cited is recommended.